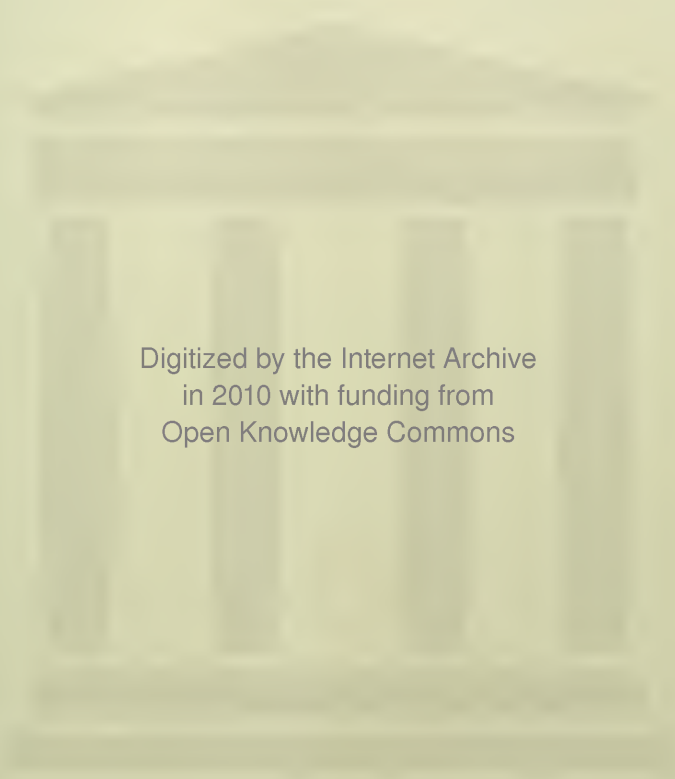






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The Faculty of Medicine
Center for
Psychoanalytic Training
and Research
2001–2002



TO COMMUNICATE WITH THE CENTER

ADDRESS INQUIRIES ABOUT THE CENTER AND ITS PROGRAM TO:

DIRECTOR OF THE COLUMBIA UNIVERSITY CENTER

FOR PSYCHOANALYTIC TRAINING AND RESEARCH

1051 RIVERSIDE DRIVE, BOX 63

NEW YORK, NY 10032

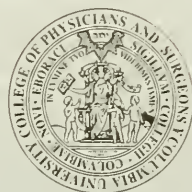
TELEPHONE (AREA CODE 212) 927-5000

<http://www.columbiapsychoanalytic.org>

e-mail: jwj1@columbia.edu or jk52@columbia.edu

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The Faculty of Medicine
Center for
Psychoanalytic Training
and Research
2001–2002



George Rupp, Ph.D.
President of the University

Jonathan R. Cole, Ph.D.
Provost of the University

Gerald Fischbach, M.D.
*Vice President for Health and Biomedical
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Program of the Center

History

On January 15, 1945, the Psychoanalytic Clinic for Training and Research was established in the Department of Psychiatry of the Columbia University College of Physicians and Surgeons. It was the first psychoanalytic institute affiliated with the American Psychoanalytic Association to be established in a university and medical school. Drs. Sandor Rado, George E. Daniels, David Levy, Abram Kardiner, and Nolan D. C. Lewis were responsible for founding the Center, and Dr. Rado became the Center's first director. Dr. Viola Bernard assisted him in the development of the Center's first curriculum and other arrangements.

Half a century earlier, psychoanalysis had been conceived through the revolutionary observations of Sigmund Freud. For a variety of reasons, psychoanalytic training during the first half of the twentieth century took place almost entirely in freestanding psychoanalytic institutes under the control of their affiliated societies rather than in universities and medical schools, independent of their affiliated societies.

The Clinic was founded with the belief that psychoanalytic training could enrich and be enriched by a setting where its biological and medical-scientific roots on the one hand, and its links to the social sciences and humanities on the other, could be fully exploited. An association with a department of psychiatry in a medical school would provide access to patients and opportunities for experiential learning and research, while a university affiliation would allow collaboration with members of the larger academic community so that the relationships between psychoanalytic thought and such disciplines as literature, aesthetics, sociology, anthropology, history, and philosophy could be explored. This collaborative and mutually enlivening spirit has

been realized and maintained at Columbia. In 1977, under the leadership of John J. Weber, M.D., the Clinic was officially redesignated an intradepartmental center, reflecting the extended influence that psychoanalysis has achieved in the university environment and in medical education and confirming many of the original hopes of its founders.

Relationship between the Center and Columbia University

The Center is a psychoanalytic institute within the Department of Psychiatry of the College of Physicians and Surgeons, Columbia University. As a psychoanalytic institute the Center functions autonomously. At the same time, it is an integral part of the Department of Psychiatry and is one of its major divisions. Center staff members, graduates, and candidates constitute a significant segment of the departmental clinical staff and participate in the teaching, therapeutic, and research programs of the many divisions of the Department, including child psychiatry, clinical psychopharmacology, general psychiatry, community psychiatry, medical psychology, biometrics, and sociology, as well as medical school and residency training. The relationship between the Center and the Department makes available to candidates and recent graduates opportunities for early teaching experience, an important stimulus for professional growth and development. Center affiliates are also members of the consultative and research staffs of nonpsychiatric departments at the Columbia Presbyterian Medical Center.

The Center and its staff members work with other schools, departments, and projects of Columbia University in the preparation of courses for undergraduate

and graduate students of the University in psychoanalysis, in collaborating on broad areas of common interest, and in providing theoretical and elective courses for psychiatric residents at the New York State Psychiatric Institute and affiliated hospitals of the Department of Psychiatry. Since 1974, the Center has enjoyed the benefits of a close relationship with a second great department of psychiatry, that of the Cornell University School of Medicine. This relationship was arranged under the leadership of Robert Michels, M.D., who brought many outstanding psychoanalysts to his faculty who teach actively at the Center. Many of our candidates and faculty have their primary academic affiliations at Cornell.

Objectives

The Center for Psychoanalytic Training and Research has five major objectives that are all facets of an integrated whole: to educate students in the theory and practice of psychoanalysis, to encourage psychoanalytic research, to apply psychoanalytic theory to other disciplines, to foster the development of psychoanalytic scholarship, and to provide high-quality, low-cost psychoanalytic therapy to the community. Properly pursued, these objectives enrich and reinforce one another. Each student gains a basic knowledge of psychoanalytic theory and technique, a desire to seek answers to challenging questions, and a receptivity to the perspectives of other disciplines, which are all aspects of the professional who is competent in psychoanalytic practice. The program enables graduates to choose and pursue a variety of fields of predominant interest. Many graduates go on to positions in psychoanalytic research, teaching, academic psychiatry, and other related professional activities.

Philosophy

Psychoanalysis has been defined by Freud in three ways. First, it is a theory of human

behavior. Second, it is a treatment. Third, it is a method for the investigation of unconscious and conscious mental processes, a special kind of research instrument. Education at Columbia is concerned with all three of these aspects of psychoanalysis.

As a theory of the mind, psychoanalysis emphasizes the importance of unconscious mental life and the ubiquity and importance of conflict, conscious and unconscious. The psychoanalytic viewpoint takes into account the interaction of the biological sources of human motivation with cultural forces and development, and experiential factors that influence the continuity of development from birth to adulthood. The crucial role of early development, the evolution of the structures of the mind, and object relations are among the important factors embraced by this conception of the mind. Dynamic elements can also be observed in the formation of character, in the structural aspects of the mental apparatus, and in the success or failure of adaptive functions.

As a treatment, psychoanalysis places great emphasis on the complexity of the psychoanalytic process, its multiple determinants, including those occurring within the patient, within the analysts, and in the relationship between them. Transference, resistance, countertransference, interpretation, insight, empathy, and working through are major subjects in the study of therapeutic process and change.

The Columbia Center is deeply committed to psychoanalytic research. This third definition of psychoanalysis, as an investigative method for the study of mental life, has been and continues to be a crucial aspect of the intellectual life at the Center. Psychoanalytic research projects have included such varied topics as psychosomatic illness, gender identity, body image disorders, anorexia nervosa, male and female sexuality, infant development, dreams, character organization, ego-strength, aesthetics, creativity, fantasy, psycho-biography, literature, and the influence of culture on personality. Important outcome studies have been

finished, and they will be a key goal of future research. Psychoanalysis as a treatment has been an object of study in work on social class and psychoanalytic therapy, outcome results of psychoanalytic treatment, comparative treatment of patients with phobias and panic disorders, and the effects of low-cost clinic fees. Candidates are actively encouraged to develop new projects themselves and to participate in ongoing work.

The student's successful integration of these different perspectives requires commitment from experienced and involved faculty members who not only teach what they know and demonstrate what they do, but who also strive to understand the unique educational task required for training each individual student. A divergence of viewpoints has always been encouraged, and divergence exists among candidates and faculty members; the selection of both candidates and faculty members reflects this philosophy.

The Center faculty members believe that psychoanalytic research is essential for continued development of psychoanalysis and that well designed prospective outcome studies are essential for the future of psychoanalysis as a psychotherapeutic modality. Candidates are encouraged to develop their own projects with assistance from our faculty. Each course should provide an opportunity to devise testable hypotheses.

Course of Training

The course of training covers a period of not less than four years and includes (1) personal analysis; (2) classroom teaching, with formal courses and seminars on theory and practice, clinical conferences, and continuous case seminars; and (3) intensive supervision of psychoanalyses of adult patients.

The Center is aware of the needs of those candidates with important commitments to other activities such as academia, research, or family. The Center can provide an alternative extended training

program, evaluated and determined on an individual basis, that would be continuous and fully organized in content and sequence (both theoretical and clinical) identical to the regular program. This alternative program would ensure the candidate of the same full analytic education, as well as the uninterrupted contact with his or her colleagues and the Center during training. The total duration of training would be lengthened to accommodate a slower pace.

The program is firmly rooted in the traditional tripartite system of psychoanalytic education. Analysis with a Columbia training analyst is part of the training program. Formal course work—the curriculum—constitutes the second step. The timing for beginning classes is determined by a prematriculation interview after the analysis is well under way. Encouragement to start supervised analysis of a case—the third step—is considered during the first year of classes in order to introduce active clinical experience as early as possible.

Analysis of at least three supervised cases is required of each candidate during analytic training. Ultimately, these three aspects of training must proceed concurrently for each candidate, so that personal experience and didactic knowledge are reinforced and become integrated with each other. Knowledge gained from teachers and texts, self-knowledge achieved through the personal analysis, and knowledge acquired from the experience of doing supervised case work become aspects of an integrated whole.

Upon completion of this course of training, a Certificate in Psychoanalysis is awarded by Columbia University.

THE CURRICULUM

Psychoanalytic training at Columbia is designed to enhance all of the candidate's clinical skills, in addition to teaching the technique of psychoanalysis proper.

The underlying philosophy of the curriculum is that it is optimal to combine and integrate a sound historical grasp of traditional psychoanalytic principles with current conceptual perspectives. A solid

grounding in classical theory, as well as exposure to current frontiers of knowledge, helps the candidate to understand the various points of view and controversies within psychoanalysis, to grasp the common ground from which divergence proceeds, and to have a theoretical and clinical basis to integrate concepts as well as to discern differences among them.

The design of the curriculum has several aims. First, the core curriculum provides thorough early grounding in the basics of theory, the psychoanalytic process, and clinical technique. Second, a coordinated course of study within this core provides the means for integrating psychoanalytic metapsychology, clinical theory, and clinical practice during all major phases of the course work. Third, opportunities are provided for further development according to individual needs and interests by offering choices and guidance within a program of required elective courses. Within this structure, the development of individual thought and exploration is encouraged.

The core curriculum is composed at each level of four groups of courses: theoretical (metapsychology), theory of technique, clinical-technical, and developmental. This core is supplemented, beginning in the third year, by a series of electives in various areas radiating from the core. The basic courses are organized hierarchically. From year to year, there is movement from basic to more advanced theory, from clinical presentations of early stages of treatment to later stages and termination, from pathology of the neuroses to more difficult character disorders, and from basic components of technique to current, more complex, and controversial issues.

Personal Analysis and Analytic Supervision

The personal analysis of the candidate and the supervision of analytic work with patients remain, as they have since the early years of psychoanalysis, central to psychoanalytic training.

THE PERSONAL ANALYSIS

In the earliest historical period of analytic training, it was considered necessary for the prospective analyst to undergo a "sample" of analysis in order to become acquainted with the unconscious and with mental mechanisms, interpretations, and insight. With increasing experience, the emphasis in the personal analysis has shifted from the didactic aspect of analysis to its therapeutic function. Its value goes beyond the aim of familiarizing the candidate with the course and conduct of the analytic process. The candidate undertakes a therapeutic analysis and emerges from this personal analytic experience with new self-understanding. The candidate comes to appreciate the content and inner pressure of his or her own unconscious conflicts and learns, in the most realistic and meaningful way, the relationships among early experience, character, and symptom formation. The candidate develops an awareness of the ways in which his or her perceptions or responses may be distorted and becomes better prepared to function fully and more empathically in the analytic situation. Responsiveness to the complex communications, needs, and fears of patients becomes richer and more resonant as areas of personal vulnerability are understood and mastered. The candidate's capacity to use personal feelings and fantasies in the service of the patient's analysis is enhanced. From personal experience, the candidate encounters the fundamental necessity for a thorough working-through of the forces that interfere with change. The personal analysis fosters the maturing process of the candidate as a psychoanalytically trained therapist.

Unless the candidate has already begun psychoanalytic treatment with a Columbia training analyst, he or she will be referred to an approved training analyst as soon as possible after acceptance. The candidate must have had at least nine months of analysis in order to be eligible to begin the first year of course work. Training analysts are members of the staff who have been so designated by

the Center and who are so recognized by the American Psychoanalytic Association.

The analyses of candidates shall be conducted four or more times a week, except where special technical considerations provide an indication for temporary interruption or alteration of frequency. Arrangements for payments of fees for personal analysis are made privately by the candidate and the analyst. The personal analysis at Columbia is a confidential, nonreporting analysis. A nonreporting analysis is one in which the analyst reports only the duration of the analysis. Otherwise, the training analyst reports nothing; full confidentiality is maintained. It is a completely private experience between analyst and candidate.

ANALYTIC SUPERVISION

Analytic supervision is the crucial integrative experience of the candidate's education, bringing together both the didactic analytic curriculum and the personal training analysis. In supervision, the candidate learns to assess the appropriateness of psychoanalytic treatment, how to conduct an analysis, and how to evaluate and facilitate the conversion to psychoanalysis from psychotherapy. Optimally, the supervisory relationship offers the candidate a forum in which to explore his or her evolving understanding of the analytic process and the relationship of clinical work and analytic theory, to learn analytic skills, and to have an important mentoring and modeling opportunity, all of which are aspects of the candidate's developing analytic identity.

Each first-year candidate will be assigned a "clinical consultant" on beginning his or her first year of classes. Together they will initiate a dialogue aimed at clinical concerns and will scan the candidate's private cases for possible conversion to analysis, if this would be the treatment of choice for the given patient. At the end of the candidate's first semester, approval to begin his or her first case will be given if the candidate's classwork so indicates. The "clinical consultant" will then become his or her first case supervisor. Supervisors are

assigned by the Center, but every candidate may submit a request to be assigned a particular supervisor for his or her third case. Every effort is made to satisfy these requests when possible. A minimum of three supervised cases is standard during the course of training. Patients for supervised analysis may either be referred to the candidate from the Center's Admission and Treatment Service or may come from the candidate's private practice, including those psychotherapy patients for whom conversion to psychoanalysis is appropriate. Assessment of suitability for analysis and the process of conversion to analysis is a crucial part of supervision and candidate education.

Treatment cases may be either patients selected and referred to the candidate by the Center or patients from the candidate's private practice, subject to approval by the supervisor and the Admission and Treatment Service. If the patient is referred by the Center, the reduced treatment fees are paid to the Center, and the candidate does not pay for supervision. If the patient comes from the candidate's private practice, the candidate keeps the fees paid by the patient and pays a set monthly fee to the Center, comparable to the average monthly fees paid by the patients referred by the Center.

At least one case must be carried to completion or sufficiently close to it to have demonstrated the candidate-analyst's competence to resolve the problems of termination.

Supervision must be carried on for a minimum of 150 hours. It continues until the candidate demonstrates sufficient proficiency and security to enable the candidate to conduct the analyses of his or her supervised cases independently.

When approval is given to begin the third supervised analysis, the candidate usually is encouraged to begin unsupervised private psychoanalyses. Candidates are advised to consult once or twice a year about such patients with a consultant analyst of their choice from the faculty of the Center. After graduation, the

candidate is expected to continue these analytic cases to their conclusion as he or she would with any private cases.

Requirements for Application

The Center invites applications for full psychoanalytic training from psychiatrists, psychiatric residents, and Ph.D. clinical psychologists.

Persons with medical training eligible to apply are: fourth-year medical students at a medical school approved by the American Association of Medical Colleges who intend to enter psychiatric residency at a hospital approved by the Liaison Committee on Medical Education of the American Medical Association; psychiatric residents in approved psychiatric programs; and practicing psychiatrists with approved medical and psychiatric training. Applications later in training are preferred because the applicant will have had experience doing psychotherapy.

Persons with psychological training eligible to apply are graduates of Ph.D. programs in clinical psychology accredited by the American Psychological Association. An applicant's clinical background should include both inpatient and outpatient training, which may be acquired during internship in a teaching hospital and/or in postdoctoral training. Applicants must be licensed as clinical psychologists.

All applicants must have theoretical knowledge and clinical experience in the following areas:

- 1) Psychopathology of neurotic, characterological, psychotic, and organic illnesses;
- 2) Differential diagnosis;
- 3) Differential (or alternative) therapeutics;
- 4) Psychotherapeutic theory, technique, and experience;
- 5) Knowledge of indications for psychopharmacologic treatment;
- 6) Knowledge of physical conditions presenting as behavioral problems.

All applicants must submit letters of recommendation from clinical supervisors in the applicant's training program, including one letter from the head of the

program certifying the applicant's competence regarding the six areas of special training and experience mentioned here. Finally, the applicant's work record should reflect a continuing commitment to the development of additional clinical experience and skill.

The Center reserves the right to dismiss, or to deny admission, registration readmission, or graduation to any student who in the judgment of the Center is determined to be unsuited for the study or practice of psychoanalysis.

Requirements for Matriculation

- 1) At least nine months of personal analysis with an approved training analyst of the Columbia University Center for Psychoanalytic Training and Research;
- 2) Medical or psychological licensure in New York State, and in any other state in which patients may be seen;
- 3) Malpractice insurance;
- 4) Certificate of immunization to measles, mumps, and rubella (MMR).

Advanced standing. Candidates may be granted credit for courses completed elsewhere if these courses are considered by the Director to be equivalent to those given in the Center.

Applications for the next academic year should be received prior to April 30, 2002. Application forms may be secured from the Center for Psychoanalytic Training and Research, Department of Psychiatry, Columbia University, 1051 Riverside Drive, Box 63, New York, NY 10032. The completed forms in duplicate must be accompanied by the application fee of \$150. This fee is not refundable and is not credited toward tuition. Applicants will be interviewed by members of the Committee on Selection.

All applications must be approved by the Center for Psychoanalytic Training and Research, the Department of Psychiatry, and the Faculty of Medicine.

Registration and Fees

After their applications have been approved by the Center for Psychoanalytic Training and Research, the Department of Psychiatry, and the Faculty of Medicine, applicants must register. Continuing students will be rolled over for registration but must pay their tuition by August 27, 2001. New students will register at the Psychoanalytic Center on September 10, 2001. Payment of one semester's tuition is due no later than August 27, 2001. The program of lectures and other required work begins on Monday of the week following Labor Day.

All candidates are asked to give their Social Security number when registering in the University. International students should consult the International Students and Scholars Office, 524 Riverside Drive, on the Morningside campus, for further information. Other students without a Social Security number should obtain one from their local Social Security office well in advance of registration. Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the international student adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.

Any student withdrawing must notify the administrator, Joan Jackson, and complete a notice of withdrawal form, which must be signed by the administrator and the financial aid office and then submitted to the Office of Student Administrative Services, 141 Black Building.

As of 2001–2002, tuition for full-time candidates is \$4,000 for each academic year up to five years, and \$2,000 for the sixth year and beyond (subject to change). Tuition for part-time candidates for the first five academic years is \$2,000. Fees for nonmatriculated and special students are arranged on an individual basis. Tuition is payable semiannually according to the following schedule:

AUTUMN TERM 2001

Continuing and new students: August 27, 2001

SPRING TERM 2002

Continuing students: January 17, 2002

Financial Assistance Programs

The Center has available various scholarship and loan programs. Once accepted for training, all candidates are eligible to apply for these loans or scholarships to help them finance psychoanalytic training. All information provided by the candidate is completely confidential.

Scholarship funds include

(1) Roger A. MacKinnon, M.D.

Scholarship Fund

(2) Rita and Burton Goldberg

Scholarship Fund

For scholarship information, please contact the director of the Center. For loan information, please contact the Student Loan Office of the Columbia University College of Physicians and Surgeons, unless otherwise noted.

Loans available include:

(1) *Federal Stafford Loans*—Candidates may borrow up to \$8,500 per year with interest rates subsidized by the government during training. Following completion of training, there is a six- to nine-month grace period before repayment begins. Interest rates are 7 to 10 percent annually depending on the date the candidate took out his or her first Stafford Loan. For all loans disbursed on or after July 1, 1994, the interest rate is variable and capped at 8.25 percent.

(2) *Adele R. Levy Loan Fund*—

Candidates may borrow full tuition each year up to a total indebtedness of \$20,000 from this fund, which was set up exclusively for candidates at the Columbia University Center for Psychoanalytic Training and Research. The annual interest rate is 5 percent. During training, "interest only" is payable at the end of each year. Following training, there is a grace period of six months, after which

the loan principal and interest must be repaid within a maximum of five years. The minimum monthly payment is \$300.

(3) *Poe Loan Fund*—This loan is administered by the Columbia University Psychoanalytic Center Alumni Association, rather than by the Student Loan Office. Candidates may borrow up to a total of \$1,500 interest-free from this fund, which was set up exclusively for candidates at the Columbia University Center for Psychoanalytic Training and Research. This loan must be repaid over a two-year period beginning two years after completion of training. Contact Dr. Rick Zimmer for information about applying for this loan.

(4) *Unsubsidized Federal Stafford Loans*—This program is similar to the Federal Stafford Loan in most respects. The most significant difference is that interest begins to accrue immediately, although payments of principal and interest may be deferred while the borrower is a candidate. The variable interest rate is set annually and has an 8.25 percent cap. This loan is intended for students who are not eligible for the subsidized program and is not based on financial need. Although interest begins to accrue immediately, it may be deferred throughout grace periods and authorized deferments.

(5) *Liddle and Hymowitz Fund*—Candidates may borrow \$4,000 interest-free from the American Psychoanalytic Association for the expenses of psychoanalytic training. This loan must be repaid within five years after graduation from the Psychoanalytic Center.

Any questions should be addressed to Joan Jackson at (212) 927-5000.

The Glass Research Fellowship in Psychoanalysis

The Center, with generous support from the Glass Foundation, has established the Glass Research Fellowship in Psychoanalysis. Situated within the Department of Psychiatry of the College of Physicians and Surgeons, Columbia University, the Psychoanalytic Center is

part of the largest research psychiatry department in the country. One of the main missions of the Department and of the Psychoanalytic Center is the training of research investigators. To begin a program of sustained research in psychoanalysis, including efficacy and effectiveness studies, psychoanalysts have to be trained in research methodology to design and execute complex research protocols that may require data collection over a number of years. The purpose of the Glass Fellowship is to create a core of research-trained psychoanalytic investigators whose primary mission is to conduct research.

The Glass Research fellow will be integrated into the existing infrastructure to train research fellows. Currently, the Department of Psychiatry has NIMH-funded fellowships for clinical research in affective, schizophrenic, and geriatric disorders, and fellowships directed toward the development of basic science researchers in the areas of psychobiology and neuroscience. The training of a research fellow has three essential components: (1) the relationship with the mentor; (2) didactic course in statistics, research design, grant writing, and translational research; and (3) research projects.

Requirements for Application and the Application Process

The Glass Fellowship requires half-time attendance (25 hours per week) for three years. The stipend is \$35,000 a year (no fringes) and tuition for psychoanalytic training.

Each applicant for the fellowship: (1) must be a candidate at the Columbia Center for Psychoanalytic Training and Research or a recent graduate; (2) must have a track record demonstrating an interest and participation in research; (3) must have demonstrated academic excellence.

Applicants should submit a CV, a proposal for research (to be developed in collaboration with a mentor), and

three letters of recommendation. Applicants will be interviewed by an admissions committee including the Director of the Psychoanalytic Center, Chairperson of the Research Committee of the Psychoanalytic Center, and Vice Chair for the Department of Psychiatry in Charge of Education. The decision on applicants will be made by a vote of this committee.

All interested applicants should contact: Dr. Steven Roose, Chairperson, Research Committee of the Columbia Center for Psychoanalytic Training and Research, 1051 Riverside Drive, Box 98 New York, NY 10032 phone: (212) 543-5749 fax: (212) 543-5607 e-mail: spr2@columbia.edu

Affiliate Scholars Program

Through the Affiliate Scholars Program, scholars from a variety of fields may deepen their understanding of psychoanalysis by taking classes at the Center for Psychoanalytic Training and Research.

The course of study is chosen in consultation with a faculty adviser from the Psychoanalytic Center, and is tailored to the particular interests of the individual. The Affiliate Scholars participate in seminars along with psychiatrists and psychologists who are training to become psychoanalysts. The seminars are taught by senior faculty of the Psychoanalytic Center. We have found that the interdisciplinary makeup of the classes is intellectually enlivening for all, and we welcome applications from writers and scholars in the arts and sciences, humanities, and social sciences.

Affiliate Scholars have been professors, independent scholars, research scientists, and advanced graduate students. For further information about the Affiliate Scholars Program, please telephone Dr. Katherine Dalsimer at 927-5000. For an application, please telephone Ms. Joan Jackson at the same number.

Elective Programs

The Center offers programs of elective study in psychoanalysis for clinicians in training, e.g., psychiatric residents, medical students, and psychology graduate students.

Program in Child and Adolescent Psychoanalysis

The Columbia Center for Psychoanalytic Training and Research offers training in child and adolescent analysis to matriculated candidates and graduate analysts from the Center or other accredited analytic institutes. This program, which prepares the candidate for certification in child psychoanalysis, requires two years of two courses (taken concurrently or consecutively), in addition to exposure to developmental principles and child analytic process gained during the adult analytic curriculum. Child analysis candidates and faculty are expected to attend clinical case conferences held on selected evenings throughout the year, to which all members of the Center are invited. Each candidate must conduct three child cases under supervision, ideally including children of both genders and from the oedipal, latency, and adolescent developmental periods. Candidates in the program may be requested to present clinical material in the *Theory and Technique* course and also in those process segments of the adult curriculum which are taught by child analysts.

The *Theory and Technique* course is a review of analytic principles and issues of treatment technique as applied to different developmental periods. Core concepts, including indications for analysis, transference, resistance, therapeutic alliance, and so on, are considered in relation to the capacities and mental organization of the child at different stages of development. In addition, different analytic schools of thought are reviewed in relation to these same developmental considerations. Particular modifications, adaptations, and assessments are

examined in depth, as are the relationships with the parents, the school, and other therapies (such as cognitive remediation, occupational, speech and language, etc.) Throughout the course, Columbia faculty and visiting instructors participate for segments pertaining to their area of expertise and discuss the ongoing case that is presented throughout the year.

The *Childhood Psychopathology* course explores the nature of childhood disorders and diagnoses, the relationship of psychopathology and developmental reorganizations, neurophysiological issues in the presentation and course of childhood disorders, and the application and efficacy of psychoanalytic or psychoanalytically informed treatment to the range of psychological disturbances that present in childhood and adolescence.

An applicant for admission to this program can be either (1) a matriculated candidate in the adult psychoanalysis program at the Center or (2) a graduate of another institute accredited by the American Psychoanalytic Association who is admitted as a nonmatriculated student. A candidate at the Center may apply during the first year of the general adult program and, after approval by the Executive Committee of the Center, may begin classes in child analysis at the end of the third year of adult training. Child cases can be begun at any time during adult training.

Although residency training in child psychiatry or a child psychology internship is not a prerequisite for candidates to enroll in the program, interested candidates or analysts must demonstrate evidence of considerable familiarity with normal and pathological development in children. Effectively supervised experiences with normal and disturbed children in a variety of settings (pediatric services, schools, and day-care nurseries), either before or during child analytic training, may satisfy this requirement.

Classes are conducted on Mondays, from 11:15 a.m. to 12:45 p.m. and from 1:00 p.m. to 2:30 p.m. Tuition for matriculated candidates is fully covered by their tuition payments to Columbia

University. Supervisory fees are determined according to the number of cases in supervision. For graduate analysts in the program, tuition is set according to course load and supervisory fees are privately arranged with their supervisor.

For additional information, please contact us and request our bulletin and application form from Joan Jackson at the Columbia University Psychoanalytic Center, 1051 Riverside Drive, New York, NY 10032. Telephone: (212) 927-5000.

Parent-Infant Psychotherapy Training Program

The Parent-Infant Program (PIP) of the Columbia University Center for Psychoanalytic Training and Research offers postdoctoral training in psychoanalytically informed parent-infant psychotherapy. In the past 20 years, there has been a growing convergence between contemporary psychoanalytic theories of development, the pioneering work of attachment theorists, and advances in neurobiology. This interplay of clinical and research knowledge has greatly enhanced our understanding of both early parent-infant relationships and the development of the self, and it has enriched our perspective on adult psychopathology. Psychoanalytic researchers were pioneers in the microanalytic study of the reciprocal interactions between baby and caregiver. Their research created the foundation for early interventions that are useful both in preventing and in repairing derailed parent-infant relationships. It is in the tradition of these pioneers, who looked in detail at the baby and the dyad between parent and baby, that the Parent-Infant Program was conceived. The program's mission is to enhance professionals' training in the observational, diagnostic, and technical skills that are essential to working with infants and toddlers in the context of their families.

The Parent-Infant Program provides a comprehensive two- to three-year postgraduate clinical and theoretical training

experience for psychiatrists, psychologists, pediatricians, family practitioners, and doctoral-level social workers interested in the fields of infant psychiatry, developmental psychopathology, and parent-infant psychotherapy.

Throughout the curriculum, the program's didactic focus is on the integration of psychoanalytic theory, developmental psychopathology, developmental psychobiology, and contemporary infant research. The clinical relevance of theory and research to the understanding and treatment of the parent-infant relationship is a primary concern.

FIRST YEAR

First-year course work focuses on theories of infant development. Emphasis is placed on psychoanalytic and psychological theories concerning the role of primary caregivers in the attachment process. Specific topics include the study of infant capacities, early intersubjective processes, the evolution of mental structures, and the development of self-other representations. The first year of the program also provides trainees with a theoretical grounding in contemporary diagnosis of common syndromes in infant psychiatry.

Another full-year course provides opportunities to develop observational skills. Trainees visit parents and infants weekly in their home settings, where they can refine their capacities to observe the communication processes and affective exchanges between the developing infant and other members of his or her family. Trainees receive primary placements at the Sackler Lefcourt Center for Child Development and at the Infant-Family Development Service in the Department of Psychiatry and Pediatrics, Babies and Children's Hospital, the NewYork-Presbyterian Hospital. These placements provide seminars, supervision and case conferences as well as direct work with and/or observation of parents and babies. Additional placements for those electing a third year may also be arranged.

Throughout this program, trainees may elect to participate in Child Psychiatry

Grand Rounds at Columbia and/or the Cornell Infant Psychiatry Seminar.

SECOND YEAR

A second-year course provides in-depth study of parent-infant psychotherapy through the lens of attachment theory and psychoanalysis. Issues such as intergenerational transfer of trauma, unresolved loss, postpartum depression, and a wide range of family issues and anxieties are addressed and techniques of parent-infant intervention are explored.

The infant observation course begun in the first year is continued, as are clinical placements that offer opportunities for learning parent-infant psychotherapy.

In the second year, clinical placements continue at the Sackler Lefcourt Center for Child Development or at the Infant-Family Development Service.

An ongoing clinical case conference is a seminal feature of the second-year training. Trainees will have the opportunity to present and respond to a range of parent-infant treatments reflecting various problems and strategies of intervention.

THIRD YEAR [Elective Year]

The third year offers supervised electives tailored, as closely as possible, to the special interests of the trainee. Possible areas might include international adoption, neonatal intensive care units, teenage mothers, or an ongoing research project affiliated with PIP.

The program requires 2 to 2 1/2 full days per week for the first- and second-year course and clinical work. Courses are offered on Thursdays; clinical placements are variable.

Applicants must be postgraduate-level psychiatrists, psychologists, pediatricians, family practitioners, or doctoral-level social workers with previous experience in child work. We strongly urge trainees to have had the experience of, or to be currently involved in, psychoanalytically oriented psychotherapy or psychoanalysis.

The tuition fee is \$2,200 per 16-week semester (\$4,400 per year), plus a \$25 registration fee.

Application forms can be downloaded from our Web site at <http://columbiapsychoanalytic.org/> or may be obtained from the Columbia Psychoanalytic Center, 1051 Riverside Drive, New York, NY 10032. Telephone: (212) 560-2444. Two letters of recommendation from qualified professionals who have worked with the applicant are required, as well as proof of current licensure or eligibility, and proof of adequate malpractice coverage for private cases. The application process includes personal interviews.

FACULTY OF THE PARENT-INFANT PSYCHOTHERAPY PROGRAM

*Associate Director, Center for Psychoanalytic Training and Research,
Chair of Child Division*
Karen Gilmore, M.D.

Director, Parent-Infant Program
Susan Coates, Ph.D.

Director, PIP Training
Zina Steinberg, Ed.D.

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Psychodynamic Psychotherapy Division

The Columbia University Center for Psychoanalytic Training and Research offers a two-year clinical training program in psychoanalytically oriented psychotherapy for psychiatrists and clinical psychologists with a Ph.D. or Psy.D. degree. This course provides advanced education and supervision in the technique of psychodynamic psychotherapy by members of our experienced psychoanalytic faculty chosen for their superior teaching ability. It aims to increase the clinician's knowledge and skill in engaging patients in dynamic therapy, and in deepening the patient's awareness of unconscious issues.

Working with selected readings in clinical theory, and with the presentation of patient material from their own practices and those of the class participants, the instructors teach the fine-tuning of analytic listening, in-depth understanding of psychoanalytic process, and the more effective use of interventions.

Year 1: Introductory Psychodynamics *Clinical Approaches*

After presenting an overview of drive theory, ego psychology, object relations theory, and self psychology, the instructors discuss how a particular frame of reference influences interpretive strategies

and interventions, and whether these points of view are mutually compatible or mutually exclusive.

Clinical Concepts

This segment starts with the indications for recommending a psychodynamic psychotherapy and the beginning treatment, paying special attention to early resistances. The central focus of this section is on the interpretation of defense, transference-countertransference, resistance, dreams, and working through issues during the course of treatment. Issues of termination, premature and planned, are considered.

Character Pathology

This course explores concepts of character and character analysis and examines a broad range of character types and issues. It offers a psychodynamic perspective on the hysteric and obsessional personality, as well as on anxiety and depression in a spectrum of personalities. In studying the narcissistic personality, the class learns the effects of narcissistic difficulties on superego development. Understanding the borderline personality sheds light on personality organization in general. Of special interest is the way sadistic and masochistic trends in various personality types influence love relationships. Schizoid phenomena and character structure are also explored.

Year 2: Advanced Clinical Theory and Technique

Theories of Therapeutic Action

There have been diverse opinions expressed about what makes for cure. We will present ideas of Freud, Strachey, Loewald, Kohut, Brenner, Gill, Spence, Gedo, Friedman, and Mitchell on this subject.

Psychotherapy Research

The history and methodology of psychotherapy research, including the survey of key process and outcome studies, will serve as a background. The class is encouraged to develop some ideas for the future directions of such studies and to produce some preliminary protocols.

Current Topics and Controversies

Recent psychoanalytic literature has been rich with lively debate on such matters as intersubjectivity, therapist disclosure, the role of enactment, constructive and relational viewpoints. We read about these topics and are open to suggestions from the class about others.

Intensive Readings of Selected Authors

Certain theorists have been particularly important at the moment of paradigm shifts in psychoanalytic theory. We consider Klein, Fairbairn, Winnicott, Schafer, Loewald, Kernberg, Grossman, and Friedman, among others, with regard to important trends in the British and American literature.

The program includes the seminar course and psychotherapy supervision. The course runs for 32 weeks per year, divided into two 16-week semesters. Each week there is a two-hour seminar held at the office of the instructor. Psychotherapy cases from the supervisee's private practice receive weekly supervision by two different supervisors. The supervisory sessions of 45 minutes are held at the supervisor's office, with the times for supervision arranged at the mutual convenience of the supervisor and the supervisee. The fee for the seminar is \$1,800 per year, payable in two installments. Supervision is \$75 per session. This course qualifies for CME credit.

Once accepted, a participant may elect to postpone supervision and take only the seminar. The fee for the seminar alone is \$2,400 for the year. When the participant then begins supervision, the balance of \$2,400 per year payable to Columbia University will be due in two installments.

Application forms are available from Joan Jackson at the Columbia University Psychoanalytic Center, 1051 Riverside Drive, New York, NY 10032, telephone (212) 927-5000. The application process includes an interview with a member of the Psychotherapy Division to ensure that the class is composed of participants of comparable professional training and

experience. The application must include a letter of recommendation from the director of the training program from which the applicant has graduated, as well as two letters from previous psychotherapy supervisors. Documentation of current licensure and adequate malpractice insurance coverage is required. A \$50 application fee will be applied to the tuition fee upon acceptance.

PSYCHOTHERAPY DIVISION

Director, Columbia Psychoanalytic Center
Robert A. Glick, M.D.

Chair, Psychotherapy Division
Gloria Stern, M.D.

Co-chairs, Psychotherapy Division
Ze'ev Levin, M.D.
Anna Schwartz, M.D.

FACULTY OF THE PSYCHOTHERAPY DIVISION

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Jane Rosenthal, M.D.
Lyle Rosnick, M.D.
John Munder Ross, Ph.D.
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Holly Schneider, M.D.
Meriamne Singer, M.D.
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Susan Vaughan, M.D.
Marvin Wasserman, M.D.

CONSULTANTS

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Otto Kernberg, M.D.
Clarice Kestenbaum, M.D.
Roger MacKinnon, M.D.
Helen Meyers, M.D.
Steven Roose, M.D.

Free Consultation to New York City Area Residents in Psychiatry and Interns in Clinical Psychology

Faculty of the Columbia University Center for Psychoanalytic Training and Research are available to provide information and discussion to psychiatric residents, clinical psychology interns, and graduates of New York area psychiatric and psychology training programs who wish to explore the possibility of psychoanalytic training. In addition, senior faculty members of the Center offer free clinical consultations to psychiatric residents and psychology interns in the New York area.

All interested residents, interns, and graduates may write or call the director or assistant director of the Psychoanalytic Center, who will facilitate the consultation with a senior faculty member of the Center.

Faculty Advisers

A faculty adviser is assigned to each candidate and remains adviser to that candidate throughout training. The adviser is always available to the candidate for discussion of any problems that may arise and to provide a ready channel of communication with the administration. The adviser meets routinely with the candidate at least once a year to discuss the candidate's educational progress.

The faculty advisers are regular members of the Progression Committee, which is responsible for the advancement of candidates through each stage of education and training. A subcommittee of the Progression Committee is responsible for the assignment of analytic supervisors

when candidates begin their supervised analytic training.

An additional faculty adviser is assigned to each class, and any faculty member whom the candidate chooses may serve as a mentor in an unofficial advisory capacity regarding personal or professional concerns. This relationship would be confidential and outside the administrative system.

Clinical Services

The Admissions and Treatment Service of the Psychoanalytic Center offers diagnostic consultations and psychoanalytic treatment at low fees to adults and children. Evaluation interviews and psychoanalytic treatment are conducted by candidates under faculty supervision. When psychoanalysis is not appropriate, referral for other forms of treatment is arranged.

The Psychoanalytic Center maintains a special consultation service for members of the faculty, officers of instruction, and supporting staff of Columbia University and their families. For further information regarding the Admissions and Treatment Service, please contact Dr. Eve Caligor at (212) 927-0112.

Statement of Ethics

Cases are discussed with faculty members and candidates of the Center as a regular part of the teaching program. This practice is invaluable as a teaching tool, but it greatly adds to the responsibility that each candidate must assume toward these patients. All information gained from such teaching must be treated as confidential. A helpful guide to one's moral and ethical responsibilities to Center patients is to recognize that in this respect every Center patient is one's own patient. Candidates may not conduct psychoanalytic treatment until authorized to do so.

Quality Assurance Program

A quality assurance program has been implemented to document that the delivery of patient care is in compliance with the policies and procedures of the Center.

The Alexander Beller Award

The Alexander Beller Award, named in memory of our esteemed colleague to honor his unstinting commitment to psychoanalysis and psychoanalytic education, is presented to candidates or recent graduates (within five years) of the Columbia University Center for Psychoanalytic Training and Research in recognition of a significant scholarly study in the general area of psychoanalytic theory. Original contributions, scholarly reviews that furnish an integration of theory in a specific area, and clinical papers with significant focus on theoretical issues are considered.

The John J. Weber Prize for Psychoanalytic Research

The Psychoanalytic Center offers a prize to candidates and graduates for an original research paper on a psychoanalytic topic. The John J. Weber Prize for Psychoanalytic Research is given periodically, but not more than once a year. The winner is selected by the members of the Research Committee. The prize carries a \$500 award and a scroll.

The Howard Klar Teacher of the Year Award

The Howard Klar Teacher of the Year Award is presented annually at graduation to the outstanding teacher of candidates at the Psychoanalytic Center. The winner is chosen by the graduates each year. If there were fewer than five graduates, the committee to pick the winner would consist of the graduates plus senior candidates, in order to have a committee of at least five members. No teacher can win the award more than once every ten years. The director serves as adviser to the committee. The prize carries an honorarium, an award, and the recipient's name inscribed on a plaque in the Center Library.

The John F. O'Connor Award

The John F. O'Connor Award is given to the candidate or faculty member who has contributed the most to teaching psychodynamic concepts to medical

students. It was established to commemorate Dr. O'Connor's dedication to teaching medical students at Presbyterian Hospital and to reward those who are assuring psychoanalysis a secure future by teaching and serving as role models to aspiring physicians. Dr. MacKinnon has been charged to appoint a faculty committee to select the recipient of the annual John F. O'Connor Award, which will be presented at the New Candidates Party in September. The award carries an honorarium.

The George S. Goldman Award

The annual George S. Goldman Award for Achievement in Clinical Psychoanalysis and/or Psychoanalytic Education is given in recognition of and encouragement to colleagues who bring a high level of skill to psychoanalytic practice and teaching. Candidates, graduates, and faculty members of the Columbia University Center for Psychoanalytic Training and Research are eligible for this award.

The annual George S. Goldman Award of \$500 and a scroll was conceived and funded by an anonymous donor in recognition of Dr. George S. Goldman's contributions to the teaching and practice of psychoanalysis.

The Robert S. Liebert Award

The Robert S. Liebert Award, established jointly with the Association for Psychoanalytic Medicine, honors the outstanding contributions to applied psychoanalysis of the late Robert S. Liebert. A scroll will be presented periodically (though not more often than biannually) to an individual in recognition of outstanding scholarship in the field of applied psychoanalysis. The format of the award will vary, but in most instances it will occur in the context of a Liebert Memorial Lecture.

The Lionel Ovesey Award

The Lionel Ovesey Award, begun in 1997, is given jointly by the Center and the Association for Psychoanalytic Medicine to a candidate or recent graduate at the Psychoanalytic Center who has been significantly involved in original research, made an important contribution to the psychoanalytic literature, or has been the primary person responsible for developing an innovative teaching or treatment program that has psychodynamic theory of treatment as its primary component. The winner is selected by members of a committee. The award carries a \$1,000 honorarium.

Official Regulations

RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with an unpaid debt to the University.

Attendance and Length of Residence

The minimum residence requirement for each Columbia degree is 30 points of course work completed at Columbia University.

Students are held accountable for absences incurred owing to late enrollment.

A student in good standing may, for a valid reason, be granted a leave of absence by the Dean of the School.

Religious Holidays

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to

the disciplinary powers of the University.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in *FACETS*, the University student handbook (<http://www.columbia.edu/cu/facets/>), and at the Office of the University Senate, 406 Low Memorial Library.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain federal, state, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto).

Inquiries concerning the application of Title IX may be referred to Zenobia White-Farrell, Associate Director of the University's Office of Equal Opportunity and Affirmative Action (402 Low Memorial Library, Mail Code 4333, 535 West 116th Street, New York, NY 10027, telephone 212-854-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and genetic predisposition or carrier status.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, or employment or treatment in, its

programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits discrimination in public accommodation and in employment against qualified persons with disabilities. It requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, Section 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

Currently, the policies protect against discrimination and harassment on the basis of race, color, sex, religion, national and ethnic origin, age, citizenship, actual or perceived domestic violence, disability, marital status, sexual orientation, and status as a Vietnam era or disabled veteran.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amend-

ed, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has been designated to coordinate compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this office, which may informally investigate complaints and offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been the victims of sexual harassment or discrimination on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, age, disability, citizenship, or Vietnam era or qualified special disabled veteran status. A copy of the Procedure is available in *FACETS*, the University student handbook, and in the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library; telephone: (212) 854-5511.

A complaint may be brought by filing a written complaint with Zenobia White-Farrell, the Associate Director in charge of the University's Office of Equal Opportunity and Affirmative Action (the "Equal Opportunity Officer"), 402 Low Memorial Library, (212) 854-5511. A complaint shall be brought within ninety

working days after the occurrence of the alleged unlawful discrimination. Where a complaint is not timely filed, however, the Equal Opportunity Officer may determine that special circumstances exist that excuse the delay, and consider the complaint as timely filed.

COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Office is a neutral and confidential resource for informal conflict resolution, serving the entire Columbia University community—students, faculty, and employees.

For further information, contact Marsha Wagner, Ombuds Officer, 660 Schermerhorn Extension; telephone: (212) 854-1234; fax: (212) 854-6046; e-mail: ombuds@columbia.edu. On Wednesdays the Ombuds Officer is at the Health Sciences campus office, 101 Bard Hall, 50 Haven Avenue; telephone: (212) 304-7026.

THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wide range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release “directory information” without a student’s consent. In addition, the act guarantees students access to their records and restricts the access of others.

Students who wish to restrict access to their directory information may do so at the Registrar’s Office, 205 Kent. This same office can provide a set of guidelines and a policy statement. The guidelines are also available on ColumbiaWeb and in the current edition of *FACETS*. Questions about the interpretation of the guidelines should be referred to the

University’s General Counsel, 412 Low Library.

TRANSCRIPTS AND CERTIFICATION

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult *FACETS*, the University student handbook). You may obtain an official transcript of your academic record at Columbia University by writing to: Student Administrative Services, Columbia University, Room 141, Black Building, 650 West 168th Street, New York, NY 10032, Attention: Transcripts.

Please include the following information with your request: current and former names; Social Security number; schools attended and dates of attendance; degrees awarded and dates awarded; number of transcripts desired and complete address for each; your current address and telephone number; and your signature authorizing the release of your transcript. You may also order transcripts in person at Room 141 of the Black Building on the Health Sciences campus (9 a.m.–4:30 p.m., Monday–Friday). Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page on the World Wide Web at <http://www.columbia.edu/cu/students/>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$45 upon their first registration at the University. The normal processing time for transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

You may order certifications of your enrollment and degrees via mail or in person, as described above. When requesting a certification by mail, include the notation “Attention: Certifications” on your envelope. Certifications are pro-

vided while you wait if you come to the Black Building to request them. There is no charge for certifications.

IMMUNIZATION REQUIREMENTS

Columbia University Health Sciences campus policy mandates that all students in the Health Sciences must prove immunity to measles (rubeola), mumps, and rubella (MMR) in order to register for classes. This includes students born before January 1, 1957, and students taking less than 6 credits. The only acceptable proof that you are immune to measles, mumps, and rubella (MMR) is by one of the following: (a) lab reports demonstrating immune titers obtained **within five (5) years of the date of registration**; (b) written documentation that you received **two MMR immunizations (injections) four to six weeks apart no earlier than September 1, 1996**; or (c) coming to our Immunization Office, Tower I, Room 3E, **on or before** the day of registration to have MMR serologies or immunizations at **no cost to you**. Your school may require other immunizations (e.g., hepatitis B, varicella). Documentation must be sent to Columbia University Student Health Service-MMR, 60 Haven Avenue, Room 3E, New York, NY 10032.

DISABILITY SERVICES

Columbia is committed to serving the needs of students with disabilities. Services to students with permanent or temporary disabilities are coordinated by the University Office of Disability Services. Disability Services works in conjunction with the Center for Psychoanalytic Training and Research to support its academic program and standards and to meet students' disability needs.

The University Office of Disability Services provides a variety of services, programs, and resources to allow students with disabilities full participation

in the academic and campus experience. Students are expected to identify their disability and to provide current and appropriate medical or diagnostic documentation before any accommodations can be considered. In cases involving students with learning disabilities, appropriate documentation must provide a current assessment of the student's adult level of learning skills and style and must include a report summary and complete test battery scores. To allow sufficient time for review of needs and implementation of accommodations, students with disabilities are encouraged to contact Disability Services upon acceptance to discuss their specific disability needs and to plan any academic accommodations that may be necessary.

For information, contact Columbia University Office of Disability Services, 802 Lerner, Mail Code 2605, 2920 Broadway, New York, NY 10027; (212) 854-2388 (voice); (212) 854-2378 (TDD); fax: (212) 854-3448; e-mail: disability@columbia.edu.

SEXUAL MISCONDUCT POLICY

On February 25, 2000, the University Senate adopted a Sexual Misconduct Policy and Disciplinary Procedure that can be used as an alternative to Dean's Discipline. The Sexual Misconduct Policy applies to all students in all schools of the University. The Disciplinary Procedure for Sexual Misconduct applies to all students, with the exception of those enrolled in the Law School, but including the students of Teachers College and Barnard College. The policy prohibits sexual misconduct by any student, and provides for comprehensive education of students, faculty, and administrators about the issue of sexual misconduct.

Copies of the policy and procedure are available from the Office of Sexual Misconduct Prevention and Education, 703 Lerner, Mail Code 2603, 2920 Broadway, New York, NY 10027; tele-

phone: (212) 854-1717; fax: (212) 854-5840; <http://www.columbia.edu/cu/sexualmisconduct/>. The policy and procedure can also be found in the Office of the Dean of Students of every school and in *FACETS*, the University student handbook.

Policy

The University's Policy on Sexual Misconduct requires that standards of sexual conduct be observed on campus, that violations of these standards be subject to discipline, and that resources and structures be sufficient to meet the physical and emotional needs of individuals who have experienced sexual misconduct. Columbia University's policy defines sexual misconduct as non-consensual, intentional physical conduct of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks or breasts. Lack of consent may be inferred from the use of force, threat, physical intimidation, or advantage gained by the victim's mental or physical incapacity or impairment of which the perpetrator was aware or should have been aware.

Complaint Resolution Options

Three options are available for resolution of complaints of sexual misconduct against a student:

1. Dean's Discipline within the school of the charged student;
2. Mediation through an accredited mediator affiliated with the University, such as the Ombuds Officer; or
3. The University's Alternative Disciplinary Procedure for Sexual Misconduct.

Choosing to pursue a disciplinary action can be a difficult and confusing decision. The Office of Sexual Misconduct Prevention and Education is available to assist you in understanding your options for complaint resolution.

Complaints about non-student members of the University community should be directed to the Office of Equal Opportunity and Affirmative Action at Columbia, the Dean of Studies Office at Barnard, or the Office of the Associate Dean at Teachers College.

CAMPUS SAFETY AND SECURITY

At Columbia University, the safety and well-being of our students, faculty, and staff is an important priority. Columbia's campus and its environs are safe and have a relatively low crime rate for an urban university.

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available in *FACETS*, the University student handbook (<http://www.columbia.edu/cu/facets/>), or at the Web site for the United States Department of Education (<http://ope.ed.gov/Security/instDetail.asp?UNITID=190150/>), or by requesting a copy of the report from: Campus Crime Report, Department of Security, Columbia University, 111 Low Library, Mail Code 4301, 535 West 116th Street, New York, NY 10027.

Protection Against Sexual Harassment

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal law, including Title VII of the Civil Rights Act of 1964, provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment.

Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment the Federal Equal Employment Opportunity Commission (EEOC) has issued Guidelines on the subject. While the EEOC Title VII Guidelines apply only to faculty and other employees, Title IX, administered by the U.S. Education Department's Office for Civil Rights (OCR), also protects students from sexual harassment. Accordingly, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed may choose to seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library, (212) 854-5511, or the Ombuds Office, 660 Schermerhorn Extension or 101 Bard Hall, (212) 854-1234. The University Discrimination Grievance Procedure is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as informal mediators. Their goal is the protection and counsel of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, nonadversarial setting in which the problem can be considered or solved through confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious behavior. Panel members are also a link through which the University can take account

of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

PANEL MEMBERSHIP LIST

Names and contact information for members of the Columbia Panel on Sexual Harassment can be found in Appendix E of *FACETS*, the University student handbook.

ROMANTIC RELATIONSHIP ADVISORY STATEMENT

Columbia University's educational mission is promoted by the professionalism in its faculty-student and staff-student relationships. Faculty and staff are cautioned that consensual romantic relationships with student members of the University community, while not expressly prohibited, can prove problematic. While some relationships may begin and remain harmonious, they are susceptible to being characterized as non-consensual and even coercive. This sometimes occurs when such a relationship ends, and is exacerbated by the inherent power differential between the parties.

A faculty or staff member involved in a consensual relationship with a student is expected to remove him/herself from

academic or professional decisions concerning the student. This expectation arises because the relationship may impair, or may be perceived as impairing, a faculty or staff member's ability to make objective judgments about that student.

The Provost has authorized some departments to adopt more restrictive policies, given the special nature of the relationship between their students and faculty or staff. Individuals are, therefore, encouraged to contact their department head if they have any questions about whether a more restrictive policy applies to them. Departments that wish to establish more restrictive policies should contact Zenobia White-Farrell before implementation.

Should a romantic relationship with a student lead to a charge of sexual harassment against a faculty or staff member, the University is obligated to investigate and resolve the charge in accordance with its Sexual Harassment Policy and applicable grievance procedure.

Questions regarding this Advisory Statement may be directed to Zenobia White-Farrell, Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library, 535 West 116th Street, New York, NY 10027, (212) 854-5511.

Courses of Instruction

The University reserves the right to withdraw or modify courses of instruction or to change instructors as necessary.

KEY TO COURSE LISTINGS

Each course number consists of a capital letter followed by four digits and the term designation.

The *capital letter M* designates the Faculty of Medicine.

The *first two digits* indicate the level of the course:

- 90 prematriculation
- 91 first year
- 92 second year
- 93 third year
- 94 fourth year
- 95 fifth and additional years
- 96 electives and tutorials
- 97 child and adolescent studies

The *third digit* indicates the category of the course:

- 0 theory
- 1 clinical theory or technique
- 2 clinical case conference
- 3 supervision

Term Designations: x and y

An *x* following the course number signifies that the course meets in the autumn term; *y* indicates the spring term.

PROGRAM IN ADULT PSYCHOANALYSIS

Required Program

PREMATRICULATION YEAR

Psychoanalysis M9000y
An introduction to psychoanalysis
Dr. Hamm, course chair; members of the faculty. 16 hours (January–June at intervals).

Wednesday 8–9:30 p.m.

In this course, candidates meet with the director of the Center and the chairpersons of the following committees: research, curriculum, progression, admissions, and child analysis. Chairpersons introduce candidates to the tasks of their committees through discussion of topics of analysis relevant to their committees.

FIRST YEAR

Psychoanalysis M9101x-M9102y *Sigmund Freud's thinking and theorizing*

Dr. Rees, course chair; Drs. Cabaniss, House, Kelly, Kerman, Makari, and Wasserman, instructors; Dr. Tomlinson, coordinator. 66 hours (September–June). Monday 1:15–3.

A historical, conceptual, and phenomenological consideration of the development of Freud's theorizing.

Psychoanalysis M9103y *Child and adolescent development*

Dr. Gilmore, course chair; Drs. Coates and Zients, instructors; Dr. Solodow, coordinator. 48 hours (December–June). Thursday 1–3.

Stages of development from infancy through adolescence, from an analytic point of view. Data from child development studies and from clinical psychoanalyses of children and adolescents are discussed in relation to psychoanalytic theory and its implications for adult analysis.

Psychoanalysis M9104x *Child development—interdisciplinary perspectives*

Dr. Coates, course chair; Dr. House, instructor. 16 hours (September–November). Thursday 1–3.

Psychoanalysis M9106y *Methodology, I*

Dr. Rees, course chair; Dr. Coates, instructor; 6 hours. Thursday 1–3.

In these sessions, we will explore some of the fundamental hypotheses that underlie analytic listening. We will also discuss ways we are attempting to articulate and test our ideas about analytic process.

Psychoanalysis M9110x***Clinical theory and technique, I: the basis of the psychoanalytic process***

Drs. H. Meyers and Ross, course chairs; Drs. O. Kernberg and Sorensen, instructors; Dr. House, coordinator. 32 hours (November–April). Monday 11 a.m.–1 p.m.

Basic principles of the clinical theory and technique of psychoanalysis. Major topics include free association, empathy, transference, countertransference, resistance, silence, acting out, interpretation, therapeutic alliance, the analytic situation, and an introduction to dream interpretation. Readings in clinical literature include Freud's papers on technique as well as current concepts.

Psychoanalysis M9125x-M9126y***Psychoanalytic process, I: early phase***

Drs. Cherry, Schneier, and Turey, course chairs; Drs. Druss and H. Meyers. 48 hours (September–June). Saturday 11 a.m.–1 p.m.

Coordinated with course on clinical theory and technique, *Psychoanalysis M9110x*.

Continuous case conferences.

Demonstration of the clinical source of psychoanalytic data and the technical use of that data in conducting an analysis. Emphasis on introduction and early phase of analysis.

Psychoanalysis M9127y***Psychoanalytic case writing, I***

Dr. E. Lister, course chair. 4 hours (April).

Monday 11 a.m.–1 p.m.

Psychoanalysis M9128y***Evaluation of patients for analysis***

Dr. Caligor, course chair; Drs. Cherry, Glick, and Gilmore, instructors; Dr. Schneier, coordinator. 16 hours (January–March).

Saturday 9–11.

Psychoanalysis M9130y***Supervision: psychoanalysis***

Supervising analysts.

I hour weekly, to be arranged.

Psychoanalysis conducted under individual supervision. With faculty approval, work may begin the second half of the year. Patients are seen four or five times a week.

SECOND YEAR

Psychoanalysis M9201x-M9202y***Psychopathology, I***

Drs. Coen and Auchincloss, co-course chairs; Dr. J. Asch; Drs. Lindy and Sagi, coordinators. 50 hours (November–June). Monday 11 a.m.–1 p.m.

This course explores issues in the psychoanalytic approach to psychopathology, including the concept of normality and mental illness, the concept of "neurosis," classification, and theories of pathogenesis. It will also explore major neuroses and character disorders, including hysteric, obsessive-compulsive, phobic, depressive, masochistic, narcissistic, and paranoid disorders. Review of classic and current psychoanalytic literature, including study of Freud's cases from the original as well as the current perspectives.

Psychoanalysis M9205x-M9206y***Concepts of ego psychology and object relations theory***

Dr. H. Meyers, course chair; Drs. Caligor, Halpern, Kravis, LaFarge, Sandberg, and Stern, instructors; Dr. Renders, coordinator. 66 hours (September–May). Thursday 1–3.

Review of frames of reference from topographic model through ego psychology. The concepts of ego psychology and object relations theory in both a historical and a current conceptual context, including Freudian, post-Freudian, and current thoughts as well as controversial issues. Includes both an integrative overview and in-depth discussion of concepts. The ego, self and object representations and concepts of the self, and superego and ego ideal are studied in their developmental, conflictual-defensive, autonomous-cognitive, structural, and adaptive aspects. Concepts examined also include the roles of motivation, conflict, and unconscious fantasy. Readings in classic and current literature.

Psychoanalysis M9208y**Gender and sexual development and pathology**

Dr. Schuker, course chair; Dr. Pender, coordinator. 16 hours (September–November). Monday 11 a.m.–1 p.m.

Classic and current concepts of male and female sexual and gender development, normal and pathological.

Psychoanalysis M9209y**Methodology, II: dimensions of the dyadic relationship**

Dr. Rees, course chair. 4 hours (June). Thursday 1–3.

In these sessions, we will explore dimensions of the dyadic relationship that we hope will be of interest to candidates who experience dyads of different kinds during analytic training. We will discuss the analytic dyad, the supervisory relationship, and the concept of “the match.”

Psychoanalysis M9225x-M9226y**Psychoanalytic process, II: early and middle phases**

Dr. Cutler, course chair; Drs. Aronson, P. Kernberg, Kalinich, and Olds, instructors. 46 hours (September–March). Monday 1–3. Ongoing cases discussed in depth, with emphasis on the detailed understanding of psychodynamics, psychoanalytic process, and the strategy of psychoanalytic technique. Focus on early and middle phases of analysis as well as on the problems of converting psychotherapy to psychoanalysis. Illustrations of technical issues from candidates' own cases.

Psychoanalysis M9227x-M9228y**Psychoanalytic case writing, II**

Dr. E. Lister, course chair. 8 hours (April). Monday 1–3.

Psychoanalysis M9230x-M9231y**Supervision: psychoanalysis****Supervising analysts.**

1 to 2 hours weekly, to be arranged.

A continuation of Psychoanalysis M9130y. A second supervised case might be started during the second year, depending on faculty approval. A separate supervisor is assigned for each analytic case, so the number of hours of weekly supervision depends on the number of supervised cases.

Psychoanalysis M9229y**Psychoanalytic process: clinical perspectives**

Dr. Kaufman, course chair; Drs. Gilmore and Glick, instructors. 20 hours (April–June). Monday 1–3.

A case will be discussed with candidates from all candidate classes through graduation. Three analysts will comment.

THIRD YEAR**Psychoanalysis M9305x-M9306y****Advanced theory and concepts**

Dr. Kalinich, course chair; Drs. Lotterman, Marcus, Ornstein, Schwartz, and Zimmer, instructors; Drs. Levin and Taylor, coordinators. 68 hours (September–June). Thursday 1–3. Advanced theory and concepts and their evolution. Selected current topics, new trends in theory, and their critiques. In the first segment, areas of specific focus include affect theory, internalization and identification, and current developmental issues. The second segment, in its focus on the evolution of psychoanalytic thought, includes study and critiques of the contributions and development of British and American object relations theory, theories of the self, the contribution of other current American theorists, and a review of early theorists and their current relevance.

Psychoanalysis M9310x**Clinical theory and technique, III**

Dr. Wasserman, course chair; Drs. Boue, Glick, Hamilton, and Kerman, instructors. 32 hours (September–January). Monday 11 a.m.–1 p.m.

Later phases of analysis. Topics include transference neurosis, construction and reconstruction, working-through, regression, reliving, insight and change, goals of psychoanalysis, negative therapeutic reaction, and failure in analysis. Areas of current controversy are considered, such as the nature of therapeutic action, the centrality of the role of transference interpretation, the here and now vs. the genetic reconstruction, the analyst as a real object, the nature and centrality of empathy, gender issues, and oedipal vs. pre-oedipal developmental approaches in relation to analytic technique. Illustrative

clinical vignettes from current practice, as well as readings in classic and current clinical literature.

Psychoanalysis M9312x

Clinical theory and technique, IV (Psychopathology, III): theory and technique of borderline patients

Dr. Sinsheimer, course chair; Dr. LaFarge, instructor. 18 hours (September–December). Monday 1–3.

Selected readings and presentation of case material.

Psychoanalysis M9326x-M9327y

Psychoanalytic process, III: middle phase

Dr. Sinsheimer, course chair; Drs. Halpern, Kernberg, and Ross, instructors. 42 hours (December–June). Monday 1–3.

Illustrations of clinical theory (*Psychoanalysis M9310*) in case presentations as well as short selected samples from candidates' own cases. Presentation and discussion of continuous cases. Focus on the middle and later phases of analysis.

Psychoanalysis M9332y

Methodology, III

Dr. Rees, course chair. Drs. Wilson and Whitebook, instructors. 6 hours (May–June). Thursday 1–3.

Psychoanalysis M9229x

Psychoanalytic process: clinical perspectives (see description in Second Year)

Psychoanalysis M9328x-M9329y

Psychoanalytic case writing, III

Dr. E. Lister, course chair. 8 hours (April). Monday 1–3.

Psychoanalysis M9330x-M9331y

Supervision psychoanalysis

Supervising analysts.

1 to 3 hours weekly, to be arranged.

A continuation of *Psychoanalysis M9230x-*

M9231y. Number of supervisory hours each week depends on number of supervised cases in treatment. A third supervised case may be started in the third year, depending on faculty approval.

FOURTH YEAR

Psychoanalysis M9405y

Methodology, IV: a critical evaluation of psychoanalytic knowledge

Dr. Rees, course chair; Drs. Halpern and Michels, instructors. 10 hours (September–October). Thursday 1–3.

Selected readings and presentation of case material.

Psychoanalysis M9406x-M9407y

Psychoanalytic concepts: an interdisciplinary perspective

Dr. Olds, course chair; Drs. Hamm, Kerman, Lewis, Marcus, H. Meyers, Ornstein, Rees, Sandberg, Sorensen, and Stern, instructors. 58 hours (October–June). Thursday 1–3.

This course attempts to relate central psychoanalytic concepts with models in the neighboring sciences—semiotics, information theory, evolutionary biology, and the neurobiology of memory, affect, cognition, and consciousness. These sciences of brain and mind are providing new models of great interest to psychoanalysts, both in terms of how the mind works and how analysis and therapy work. We read and discuss papers in these disciplines and work toward an integration of the resulting new metapsychology with our psychoanalytic work.

Psychoanalysis M9426x-M9427y

Psychoanalytic process IV: stalemates, special problems, termination, and the use of dreams in psychoanalysis

Dr. Harris, course chair; Drs. Bernick, Mahon, Michels, Rees, and Schlesinger, instructors. 46 hours (September–March). Monday 1–3.

Presentation of clinical cases. Focus on conceptualizing and describing the elements of psychoanalytic process in terms of major transferences and resistances. Exploration of issues in termination. Exploration of the reasons for and the technical approaches to apparent stalemates and difficulties in the ordinary course of analysis. The use of dreams in psychoanalysis.

Psychoanalysis M9229y

Psychoanalytic process: clinical perspectives (see description in Second Year)

Psychoanalysis M9430x-M9431y***Supervision: psychoanalysis****Supervising analysts.**2 or 3 hours weekly, to be arranged.**A continuation of Psychoanalysis**M9330x-M9331y.* A third supervisory case will usually have been started (depending on faculty approval) in the fourth year.**FIFTH YEAR*****Psychoanalysis M9525x-M9526y******Advanced candidate seminars****Drs. H. Meyers and Mellman, course chairs.**44 hours. Monday 1-3.*

Advanced candidates are exposed to clinical case material that illustrates special problems. Cases are presented by faculty and candidates.

Psychoanalysis M9527x-M9528y***Psychoanalytic case writing, V (senior case colloquium)****Drs. Glick and Stern, co-course chairs. 20 hours (November-January). Monday 1-3.*

Tutorial in case writing. Hour arranged at own discretion. Completed write-ups will be presented at a Senior Case Consortium.

Elective Seminars and Research Projects

A series of elective seminars is offered, beginning in the second half of the third year, to further amplify the candidates' grasp of theory and process and to expand their psychoanalytic scholarship. Candidates must take a minimum of two electives (at least one clinical-theoretical) in the third year, a minimum of four electives in the fourth year, and continued supervision and four electives in the fifth year. The electives are given on a rotating schedule, with key electives offered more frequently. This system gives the candidates some choice in emphasis and timing of their educational experience and, with the guidance of the adviser, an opportunity to explore special interests in greater depth and a chance for further study in areas that need strengthening. Elective seminars are

offered in psychoanalytic theory, clinical technique, psychoanalysis as applied to other areas of knowledge, research, and child and adolescent psychoanalytic studies. All courses required for the child and adolescent studies program may be taken as electives in the adult program. Most often, elective seminars meet for 16 hours and are scheduled on Monday 11 a.m.-1 p.m. Occasionally, other times may be arranged.

Candidates can use their elective time to engage in research or independent projects that may extend for more than one elective period. Research projects are developed and executed under the mentorship of a faculty member and can take the form of a theoretical or clinical paper, or a clinical research project that involves data collection and data analysis.

Requests by candidates for special seminars are considered by the Curriculum Committee and provided when possible. Some seminars are given only if a required minimum number of candidates elect them. Others may be given on a tutorial basis. Individual tutorials may be arranged on request under special circumstances.

The following electives are offered during the 2001-2002 academic year.

M9635x***Character and character theory****Dr. Elisabeth Young-Bruehl****M9607x******Advanced Freud****Dr. Kevin Kelly****M9609x******Process in an analysis at one-year intervals****Dr. John Munder Ross****M9606x******Clinical dream workshop****Dr. Fred Lane****M9675x******Psychoanalytic treatment planning****Drs. Caligor, Cherry, and Stern*

M9608y*Emotional engagement during the consultation process*

Dr. Milton Viederman

M9603y*Authentic power*

Dr. Ethel Person

M9103x*Child psychoanalysis track—theory and technique of child and adolescent psychoanalysis***M9622y***Intersubjectivity*

Dr. Helen Meyers

M9727x*Theory and technique of child and adolescent psychoanalysis*

Dr. Karen Gilmore

The following electives were offered during the 2000–2001 academic year.

M9627x*Intergenerational transmission of trauma and disorders of attachment*

Dr. Susan Coates

M9687x*Life cycle issues*

Dr. John Munder Ross

M9600x*Sexual psychopathology: perversion and dysfunction*

Dr. Eleanor Schuker

M9601x*Psychoanalytic treatment of ego deficits*

Dr. Eric Marcus

M9648y*Special transference problems*

Dr. Gloria Stern

M9602y*Masochistic character pathology and neurotic depression*

Dr. Helen Meyers

M9603y*On power*

Dr. Ethel Person

M9604y*“Everything you wanted to know about psychoanalysis but were afraid to ask”*

Dr. Herbert Schlesinger

M9767y*Critical reading of clinical papers*

Dr. Roy Schafer

M9727x*Theory and technique of child and adolescent psychoanalysis*

Dr. Karen Gilmore

RESEARCH PROGRAM

Candidates have the option of undertaking a research program in lieu of some portion of the elective program. Candidates planning to take a research elective should discuss it with the chair of the Research Committee and submit the project in writing to both the chair of the Research Committee and the chair of the Curriculum Committee in the term before they plan to begin. The amount of elective credit that may be allotted is determined on an individual basis.

PROGRAM IN CHILD AND ADOLESCENT PSYCHOANALYTIC STUDIES

The program in child and adolescent psychoanalysis requires an additional period of study of approximately two years and includes (1) the supervised psychoanalytic treatment of not less than three child and adolescent patients, (2) didactic courses, and (3) participation in the case conferences (credit is applied for child and adolescent process segments in the adult program).

Applicants interested in pursuing child and adolescent training should have familiarity with psychopathology in children and adolescents and tech-

niques of child and adolescent psychotherapy. In exceptional cases, applicants without such training can supplement analytic courses with a privately arranged clinical immersion.

To promote greater understanding of child development and child analysis, courses in the child and adolescent psychoanalytic studies program will be open to candidates in the adult program as year-long electives in the fourth and fifth year.

Courses in Child and Adolescent Psychoanalytic Studies

FIRST YEAR

Psychoanalysis M9103y

Child and adolescent development

Dr. Gilmore, course chair; Drs. Coates, Rees, and Zients, instructors. 58 hours (December–June). Thursday 9–11.

FIRST THROUGH SIXTH YEAR

Psychoanalysis M9725x-M9726y

Child case conference

Drs. Gilmore, Shaderowsky, and Zients, and members of the child psychoanalytic faculty. Dates to be arranged.

This case conference is held several times during each academic year. Case material is presented by the treating analyst and discussed by a more senior clinician. The focus of each conference varies according to the individual child's developmental era, psychopathology, and relevant technical issues. This is required for all child candidates and members of the child faculty. Adult candidates and faculty are welcome.

Psychoanalysis M9731x-M9732y

Supervision

Members of the child psychoanalytic faculty. 3 hours weekly, to be arranged.

For candidates in adult training, supervised clinical work in child and adolescent analysis may begin in the second term of the first year, with faculty approval. For graduate analysts in child training, supervised clinical work may begin at any time. A minimum of three supervised cases (preferably both

genders) is required of each candidate. For candidates in both adult and child training, a total of five cases is sufficient; a late adolescent (16 and over) case will fulfill the third case requirement for both cases. In addition to analytic cases, supervision is provided for case evaluations (assessments of analyzability).

FOURTH, FIFTH, AND SIXTH YEARS

Beginning in the fourth year, students can choose to take the child curriculum during their elective time. Courses are offered in a two-year continuous cycle.

Psychoanalysis M9727x

Theory and technique of child and adolescent psychoanalysis

Members of the child psychoanalytic faculty.

Monday 11 a.m.–1 p.m.

This is a two-year course providing in-depth study of the theory and technique of child and adolescent analysis. Readings will include the classic cases and theoretical contributions as well as the contemporary literature, with an emphasis on the relationship of the analytic process to the developmental process, special problems and parameters in the technical management of child and adolescent cases, assessment of analyzability, the role of neuropsychological testing and tutoring, and theoretical controversies in the treatment of children.

Psychoanalysis M9735

Psychopathology of childhood and adolescence

Members of the child psychoanalytic faculty.

Monday 1–3.

This is a two-year course reviewing the psychoanalytic approach to childhood psychopathology with particular attention to the role of development in the presentation of disorders. Notions of developmental norms and expectations, concepts of normality and pathology in the context of rapid developmental transformations, and characteristics of childhood disturbances will be discussed. The course will also address the process and parameters of evaluation, neuropsychological contributions to psychopathology, and assessment of analyzability.

ty in relation to diagnosis. The role of the environment and ongoing pathogenesis will be considered. Readings from the classical and contemporary literature will be accompanied by case material provided by students and instructors.

OTHER EDUCATION AND SCHOLARLY PROGRAMS

Sandor Rado Lectures

The annual Sandor Rado Lectures are endowed by the Alumni Association of the Psychoanalytic Center and honor Dr. Rado, a founder of the Psychoanalytic Clinic and its first director.

Previous distinguished recipients of the lectureship, in the order in which the lectures were presented, are:

Thomas French, M.D., 1957
 Franz Alexander, M.D., 1957
 Abram Kardiner, M.D., 1959
 John Bowlby, M.D., 1960
 David Levy, M.D., 1961
 Edith Weigert, M.D., 1962
 Michael Balint, M.D., 1963
 Gardner Murphy, Ph.D., 1964
 George E. Daniels, M.D., 1965
 I. Arthur Mirsky, M.D., 1966
 George L. Engel, M.D., 1967
 Eugene Pumpian-Mindlin, M.D., 1968
 Rene Dubos, M.D., 1968
 Peter Wolff, M.D., 1969
 Joan Fleming, M.D., 1971
 Phyllis Greenacre, M.D., 1972
 B. Ruth Easser, M.D., 1973
 Hans Loewald, M.D., 1974
 Joseph Sandler, Ph.D., M.D., D.Sc., 1975
 Roy Schafer, Ph.D., 1976
 Edward M. Weinshel, M.D., 1977
 Robert R. Holt, Ph.D., 1978
 John E. Gedo, M.D., 1979
 Aaron Karush, M.D., 1981
 Willard Gaylin, M.D., 1982
 Lionel Ovesey, M.D., 1983
 Otto F. Kernberg, M.D., 1984
 Arnold M. Cooper, M.D., 1985
 Robert Michels, M.D., 1986
 Jacob A. Arlow, M.D., 1987
 William I. Grossman, M.D., 1988
 Anton O. Kris, M.D., 1989
 Ethel S. Person, M.D., 1990

Theodore Shapiro, M.D., 1991
 Arnold Goldberg, M.D., 1992
 Herbert Schlesinger, Ph.D., 1993
 Helen C. Meyers, M.D., 1994
 Robert Wallerstein, M.D., 1995
 Daniel N. Stern, M.D., 1996
 Paul Ornstein, M.D., 1997
 Lawrence Inderbitzen, M.D., 1998
 Judith Fingert Chused, M.D., 1999
 Robert Paul, Ph.D., 2000

Postgraduate Education

The Sandor Rado Advanced Psychoanalytic Seminars are a program of postgraduate education for graduated psychoanalysts and approved advanced candidates of the Columbia Center for Psychoanalytic Training and Research.

Seminar groups are organized in theoretical and clinical subjects, and new seminars are begun whenever there is indication of interest in a topic. Advanced candidates, graduates, and members of the Association for Psychoanalytic Medicine are eligible to participate. The Psychoanalytic Center considers participation in these study groups to be an important contribution to the work of the Center, and participation partially fulfills the requirements for appointment as a collaborating psychoanalyst at the Center.

Qualified persons willing to lead or join a seminar should contact the administrative assistant at the Center.

A list of ongoing seminars may also be obtained from the administrative assistant.

Center graduates are also eligible to take courses from the elective track on a limited basis. Those interested should contact the chair of the Curriculum Committee.

Faculty of the Center

Teaching Faculty

Christopher Allegra, M.D.
Instructor in Clinical Psychiatry

Ann H. Appelbaum, M.D.
Clinical Professor of Psychiatry

Morton J. Aronson, M.D.
Associate Clinical Professor of Psychiatry; Training and Supervising Analyst

Jane Asch, M.D.
Lecturer in Psychiatry

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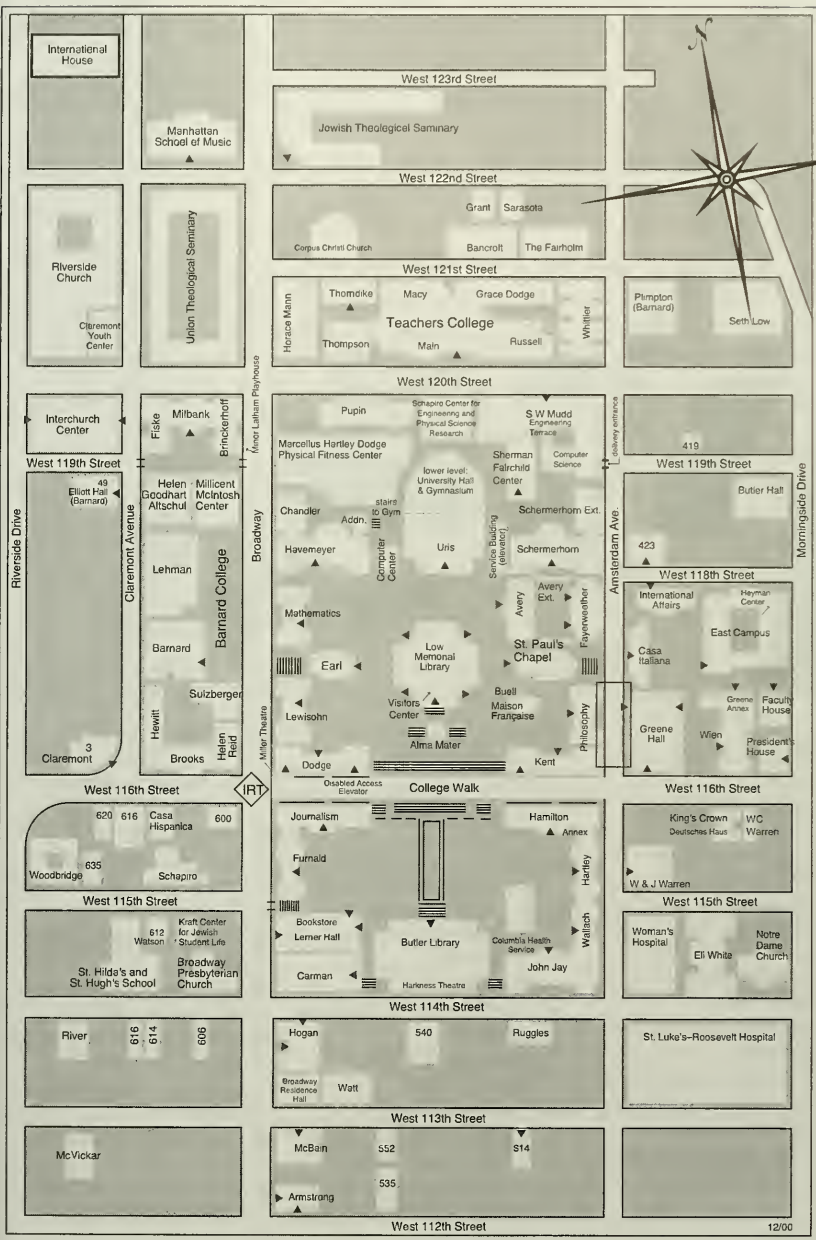
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